



Learning Matters

December 2004

Where Are We Now?

South Carolina's Progress Toward the 2010 Education Goal

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve the goal, we must become one of the five fastest improving systems in the country.

Introduction

A quality education system is the foundation for a prosperous, economic future in South Carolina. To help guide South Carolina's students and schools to higher levels of achievement, the South Carolina Education Oversight Committee (EOC), in partnership with business, education, and elected leaders, adopted an education goal for the year 2010. Nine strategic issues were pursued to propel the state's progress to the 2010 goal. The strategic issues are: *governance and structure of the system; sufficient funding for all school districts and schools; efficient use of resources and accountability; education for economic development;*

leadership and coalition building; teacher quality; early childhood education and development; community/parental support and involvement; and safe and healthy schools.

Nine points of evaluation linked directly to the strategic issues and the overall goal also were established. This annual report, *Where Are We Now: South Carolina's Progress Toward the 2010 Goal*, presents the most recent data on the nine evaluation points used in measuring student and school performance. As the state experiences improved levels of student achievement, the goal should be adjusted to reflect higher aspirations over the next decade.

Goal 1

SC will rank in the top half of states on NAEP examinations and other international and national measures.

Measurements

The National Assessment of Educational Progress (NAEP) assesses achievement nationally. NAEP tests are given annually in different content areas to a representative sample of students. The next national and state reading, mathematics, and science assessments will be conducted from January-March 2005.

The most recent data (2003) reveal steady improvement in reading, math, writing, and science for SC 4th and 8th graders. SC 8th graders made significant improvements in math scores, improving 12 points between 2000 and 2003, compared to the national increase of 4 points. SC fourth graders improved 16 points in math, compared to the national increase of 10 points. Average reading scale scores for SC 4th graders im-

NAEP Results			
Grade/Subject	Avg. Scale Score		National Ranking*
	SC	Nation	
4/Reading 2002	214	217	32 of 43
4/Reading 2003	215	216	36 of 50*
4/Writing 2002	145	153	35 of 43
4/Math 2000	220	224	30 of 46
4/Math 2003	236	234	23 of 50
4/Science 2000	141	148	33 of 39
8/Reading 2002	258	263	32 of 41
8/Reading 2003	258	261	38 of 50*
8/Writing 2002	146	152	30 of 41
8/Math 2000	265	272	29 of 46
8/Math 2003	277	276	31 of 50*
8/Science 2000	142	149	32 of 38

Source: National Assessment Governing Board, 2003
*Tied rank with other state(s)

proved 1 point, while the nation went down 1 point. NAEP reading scores for SC eighth graders did not change from 2002 to 2003 while the nationwide average scale score dropped 2 points.

Goal 1 (continued)

The Trends in International Mathematics and Science Study (TIMSS, formerly known as the Third International Mathematics and Science Study, 1995 and 1999 Repeater) provides trend data on students' mathematics and science achievement from an international perspective. Of 13 participating states, SC ranked ninth in 1999.

TIMSS-R 8th Grade, 1999			
	SC	Nation	International
Math	502	502	487
Science	515	515	488

Source: SC Dept. of Education, 2002

The TerraNova Survey Testing Program replaced the Metropolitan Achievement Test (MAT-7) in 1999. A sample of students from grades 5, 8, and 11 took the tests in 2000. A sample of students from grades 4, 7, and 10 took the tests in 2001. A sample of students from grades 3, 6, and 9 took the tests in 2002.

TerraNova: Percentage of SC Students in the Upper Half Category, 2001-2003												
Grade	Reading			Language			Math			Total		
	2001	2002	2003	2001	2002	2003	2001	2002	2003	2001	2002	2003
3		49.2			51.5			58.2			54.8	
4	47.8			43.1			58.4			50.5		
5			52.9			55.4			60.7			57.1
6		57.6			49.0			51.2			51.4	
7	45.8			59.4			54.7			53.9		
8			51.4			45.8			57.4			51.3
9		56.1			46.8			51.6			51.2	
10	59.6			59.5			62.4			59.1		
11			55.3			55.7			52.5			54.6

Source: SC Dept. of Education, 2004

In 2003, SC students scored at or above the national average (50 percent or above) in grades 5, 8, and 11 in almost each grade and subject, with the exception of 8th grade language.

Note: The TerraNova Testing Program has been discontinued. Future reports will not use TerraNova.

Goal 2

Nine out of ten SC students will score at or above grade level (proficient or advanced) on PACT, South Carolina's standards-based criterion-referenced assessments.

Measurements

The Palmetto Achievement Challenge Test (PACT) uses four terms to indicate student performance levels: *Below Basic*, *Basic*, *Proficient* and *Advanced*. Performance at the Proficient level or above means a student is well prepared for the next grade. The state is focused on all students scoring Proficient and above. The scores reported are based upon students enrolled in the school as of the 45th day and present for testing.

2002-2004 PACT Performance					
Year	Grade	English Language Arts	Mathematics	Social Studies	Science
		% Scoring Proficient & Above	% Scoring Proficient & Above	% Scoring Proficient & Above	% Scoring Proficient & Above
2002	Grade 3	40.7	31.1	NA	NA
2003	Grade 3	43.8	33.1	21.3	23.1
2004	Grade 3	56.0	30.0	24.3	21.9
2002	Grade 4	32.5	35.6	NA	NA
2003	Grade 4	31.4	33.7	19.8	21.9
2004	Grade 4	38.4	35.7	27.1	26.0
2002	Grade 5	24.0	28.3	NA	NA
2003	Grade 5	19.7	26.6	18.6	21.4
2004	Grade 5	27.1	32.3	21.2	23.9
2002	Grade 6	32.7	28.8	NA	NA
2003	Grade 6	26.8	36.2	17.8	20.1
2004	Grade 6	28.6	38.2	26.4	26.6
2002	Grade 7	26.2	26.7	NA	NA
2003	Grade 7	22.7	28.9	18.2	20.3
2004	Grade 7	25.2	31.6	21.3	26.2
2002	Grade 8	26.2	18.9	NA	NA
2003	Grade 8	19.9	19.2	19.2	17.3
2004	Grade 8	26.3	22.3	24.4	19.5

Source: SC Dept. of Education, 2004

Goal 2 (continued)

English Language Arts:

The percentage of students scoring *Proficient* or above in 2004 was 33.4 across all grades. This is an increase from 2003 when 28.6 percent of students scored *Proficient* or above. Every grade experienced an increase.

Mathematics:

The percentage of students scoring *Proficient* or above in 2004 was 31.8 across all grades. This represents an increase from 2003 when 30.6 percent of students scored *Proficient* or above. Declines occurred in the 3rd grade.

Social Studies:

The percentage of students scoring *Proficient* or above in 2004 was 24.1 across all grades. This represents an increase from 2003 when 19.1 percent of students scored *Proficient* or above.

Science:

The percentage of students scoring *Proficient* or above in 2004 was 24.1 across all grades. This represents an increase from 2003 when 20.7 percent of students scored *Proficient* or above.

Goal 3

SC will rank in the top half of states on the SAT and ACT.

Measurements

Since 2000, the **Scholastic Aptitude Test (SAT)** scores in South Carolina have increased 20 points. When the 2004 performance is compared with the 2000 performance, the verbal score increased 7 points and the math increased 13 points in SC, as compared to a slight increase within that time period for the nation. The 2004 state ranking is 50.

The SAT is primarily used in 23 states and the District of Columbia as a college admissions test. In 2004, 62 percent of high school graduates in SC took the SAT. Across the 24 SAT state entities, the participation rate varies from a high of 87 percent in New York to a low of 49 percent in California.

The **American College Test (ACT)** is a national college admission and placement exam. In 25 states, more than 50 percent of high school graduates take the ACT. The percentage of graduating seniors who elect to take the ACT range from a low of 5 percent in Delaware to a high of 100 percent in Colorado. Only 36 percent of SC's high school graduates take the ACT. SC scores have changed very little between 2001 and 2004.

SC Ranking Among SAT States * with 49% or more Senior Participation Rate			
Year	Verbal	Math	Composite
2000	24 of 24	24 of 24	24 of 24
2001	24 of 24	24 of 24	24 of 24
2002	23 of 24	22 of 24	22 of 24
2003	23 of 24	22 of 24	22 of 24
2004	22 of 24	22 of 24	23 of 24

Source: College Board, 2004

*SAT States are the 23 states and the District of Columbia, all of whom have a SAT participation rate of at least 49 percent.

SC and National Average SAT Scores, 1999-2004

Year	Verbal		Math		Composite	
	SC	Nation	SC	Nation	SC	Nation
2000	484	505	482	514	966	1019
2001	486	506	488	514	974	1020
2002	488	504	493	516	981	1020
2003	493	507	496	519	989	1026
2004	491	508	495	518	986	1026
2000-04	+7	+3	+13	+4	+20	+7

Source: SC Dept. of Education, 2004

The range of scores for the verbal and math sections is 200 to 800.

The composite range is 400 to 1600.

SC and National ACT Scores at a Glance, 2001-2004 Results

	SC	National
English 2001	18.8	20.5
English 2002	18.8	20.2
English 2003	18.7	20.3
English 2004	18.8	20.4
Math 2001	19.3	20.7
Math 2002	19.1	20.6
Math 2003	19.0	20.6
Math 2004	19.1	20.7
Reading 2001	19.5	21.3
Reading 2002	19.3	21.1
Reading 2003	19.4	21.2
Reading 2004	19.4	21.3
Science 2001	19.2	21.0
Science 2002	19.2	20.8
Science 2003	19.2	20.8
Science 2004	19.3	20.9
Composite 2001	19.3	21.0
Composite 2002	19.2	20.8
Composite 2003	19.2	20.8
Composite 2004	19.3	20.9

Source: SC Dept. of Education, 2004

The range of scores for each ACT, as well as the composite score, is one to 36.

Goal 4

SC Advanced Placement and International Baccalaureate Programme passage rates will be at or above the national average, and SC students will receive college credit as well as high school credit for courses offered under PACE or university program sponsorship.

AP Exam Results, 1997-2004								
All Exams								
Year	1997	1998	1999	2000	2001	2002	2003	2004
Number of Tests Taken in SC	14,177	14,994	14,894	14,560	15,703	16,628	17,429	18,044
Qualifying %	53	54	55	55	56	59	57	56
Nat l	63	63	62	62	60	62	60	60

Source: SC Dept. of Education, 2004

SC AP Student Participation, 1997-2004								
Year	1997	1998	1999	2000	2001	2002	2003	2004
SC	8,962	9,269	9,402	9,130	9,349	10,094	10,646	10,988
Nat l	467,133	509,895	568,895	617,547	681,308	706,129	828,487	1,081,102

Source: College Board, 2004

* Since 1997, the participation rate in SC has risen by 23 percent.

SC and National IB Scores, 1999-2004						
Year	South Carolina				National	
	# Schools Participating	# Students taking at least 1 IB subject exam	# Exams	# Qualifying	# Qualifying	# Exams Taken
1999	12	303	809	76	81	43,017
2000	9	290	750	77	81	50,737
2001	NA	NA	NA	NA	NA	57,695
2002	12	548	1296	71	NA	67,692
2003	14	686	1646	73	NA	76,052
2004	17	811	1965	79	81	85,182

Sources: International Baccalaureate Organization; SC Dept. of Education, 2004

Dual Credit: USC PACE Evaluations, 1994-2004											
Year	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Program Enrollment	929	1,175	1,119	1,171	1,292	1,263	1,048	1,145	1,015	994	501

Source: PACE, 2004 (Only data on enrollment, not success, are available.)

Goal 5

High school completion rate will be at or above the national average.

Measurements

The high school completion or graduation rate is the percentage of ninth grade students who earn a standard high school diploma and graduate in four years or less (i.e., on time.)

The latest high school completion rate (2001), reported by the National Board on Educational Testing and Public Policy, is calculated by comparing the estimated number of public high school graduates in 2001 with the 9th grade enrollment in the fall of 1997. The statistic ranks below the national average and includes transfers to other high schools, but excludes transfers to adult education programs.

Measurements

Advanced Placement (AP)

participation is increasing at the national and state levels. A score of 3, 4, or 5 is considered passing the test and qualifying for college credit. Currently, SC's average of qualifying scores is below the national average by 4 percentage points.

The number of schools offering **International Baccalaureate (IB)** programs, the number of students participating in IB, and the number of exams taken are increasing statewide and nationwide. Since 1999, the percentage of qualifying scores has declined slightly but participation has experienced a 161 percent increase.

The enrollment in the **USC Program for Accelerated College Education (PACE)** has been declining in recent years. Credit earned in PACE is transferable to most institutions of higher education in the US.

2001 High School Completion Rate

SC	51%
National	67%
SC Ranking	50

Source: National Board on Educational Testing and Public Policy, 2004

Goal 5 (continued)

The high school graduation rate reported on the 2004 SC high school report cards was calculated by comparing the number of graduates in 2004 with the 9th grade enrollment in the fall of 2000. This statistic includes all students.

2004 SC Graduation Rate

Average Rate	76.4%
Minimum	34.4%
Maximum	100%

Source: SC Dept. of Education, 2004
Reported on 2004 School Report Cards

Goal 6

The high school dropout rate will be ranked in the lower half of the states.

	Dropout rate
1996-97	2.7
1997-98	2.7
1998-99	2.7
1999-00	3.2
2000-01	3.3
2001-02	3.3

Source: SC Dept. of Education, 2004

Measurement

SC calculates annual dropout rates by dividing the total number of dropouts for grades 9-12 by the total enrollment for grades 9-12. This is expressed as a percentage. SC's dropout rate for 2002 remained at 3.3 percent. National data are not available for 2002 although the National Center for Education Statistics (NCES) reports that rates have stagnated nationally since the 1990s.

Goal 7

SC will be in the top half of states in the percentage of students with disabilities earning a high school diploma.

Measurement

The percentage of students with disabilities receiving a diploma or certificate increased slightly from 2002 to 2003, to 31.5 percent. Recent data for the nation are not available.

Comparison of SC and National, Percentage of Students with Disabilities Receiving High School Diploma or Certificate, 2000-2003				
Year	Students with Disabilities in SC, Ages 17-21			% of students with disabilities receiving a diploma or certificate
	Total # students	# Receiving Diploma	# Receiving Certificate	South Carolina
2000	7,380	1,033	986	27.4
2001	7,522	1,120	1,106	29.6
2002	9,046	1,361	1,479	31.4
2003	9,924	1,530	1,599	31.5

Source: SC Dept. of Education, 2004

Goal 8

SC will be in the top half of states in freedom from drugs, weapons, violence and teacher victimization by students.

Measurements

In 2004, crime reports were modified in accordance with No Child Left Behind (NCLB). Using data reported by schools, the SC Dept. of Education developed criteria to identify a persistently dangerous school. The following eight categories of violent offenses are used: homicide, forcible sex offenses, kidnapping/abduction, aggravated assault, drug distribution,

robbery, and weapons offenses. A school will be designated as persistently dangerous if any two of the seven criteria exist for three consecutive years. 2004 was the first year that third year data were reported and no SC schools were designated persistently dangerous. No national data are available for comparison at this time.

Goal 9

The gap among achievements of students of different racial/ethnic groups and different economic status will be eliminated.

Measurements

SAT

Differences in SAT performance among white, African-American and Hispanic students are to be eliminated. In 2004, each ethnic group experienced a slight decrease in SAT mathematics and verbal performance, with the exception of verbal scores for Hispanic students. Between 2003 and 2004, the achievement gap between African-American students and white students narrowed slightly in mathematics but experienced no change in verbal scores. During the same time period, the gap between white and Hispanic students decreased significantly in both subject areas.

SAT Mathematics Performance by Ethnicity, 1995-2004

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
African-American	412	412	407	407	407	414	421	421	425	423
White	499	500	502	502	504	510	515	519	521	517
W-AA Diff	87	88	95	95	97	96	94	98	96	94
Hispanic**	NA	NA	477	479	468	489	479	495	483	494
W-His Diff	NA	NA	25	23	36	21	36	24	38	23

SAT Verbal Performance by Ethnicity, 1995-2004

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
African-American	415	419	415	414	415	415	420	418	422	419
White	506	508	508	508	509	514	514	515	518	515
W-AA Diff	91	89	93	94	94	99	94	97	96	96
Hispanic**	NA	NA	482	483	473	490	485	487	491	494
W-His Diff	NA	NA	26	25	36	24	29	28	27	21

Source: SC Dept. of Education, 2004

* 14 percent of students did not report an ethnic group in 2004.

** Hispanic excludes Mexican American and Puerto Rican.

Note: Data for free/reduced price lunch participation status are not available.

ACT

The ACT assessment includes four tests: English, Mathematics, Reading, and Science Reasoning. Results are reported for each of the four tests as well as the overall composite. Scores range from 1 to 36. The achievement gap between white and African-American students decreased one-tenth of a point.

ACT Composite Scores by Ethnic Group, 1998-2004

	1998	1999	2000	2001	2002	2003	2004
African-American	17.1	17.2	17.2	16.5	16.2	16.3	16.5
White	21.3	21.4	21.3	20.9	21.0	21.0	21.1
W-AA Diff	4.2	4.2	4.1	4.4	4.8	4.7	4.6
Hispanic	NA	NA	NA	NA	NA	NA	NA

Source: South Carolina Dept. of Education, 2004

*These totals will not add up to the number of students who took the ACT in SC because not all students reported a race/ethnicity.

Advanced Placement

Differences in Advanced Placement performance (percent of qualifying scores) among white, African-American, and Hispanic students are to be eliminated. A score of 3, 4, or 5 is considered passing the test and qualifying for college credit. The percentage of qualifying scores in advanced placement dropped for each ethnic group reported. The gap existing between African American students and their white and Hispanic counterparts is slightly smaller.

SC AP Performance by Ethnic Group, 1995-2004

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
African-American	21	24	24	17	25	23	26	32	30	29
White	55	55	58	60	60	60	61	62	61	59
Hispanic	60	69	55	55	60	58	59	61	60	57

Source: South Carolina Dept. of Education, 2004; College Board, 2004

Goal 9 (continued)

PACT

With the exception of Math scores dipping slightly for Asian/Pacific Islander and Hispanic students, PACT performance increased in all subject areas for all ethnic groups reported between 2003 and 2004. However, the results continue to show achievement disparities among different ethnic and socioeconomic groups.

Improvement is evident, as a notable increase in students who receive free or reduced priced meals, scored *Proficient* or above in ELA, Math, Science, and Social Studies.

PACT Performance (Mathematics and English Language Arts) by Ethnic Group, 2002-2004						
	PACT Mathematics % Proficient and Above			PACT English Language Arts % Proficient and Above		
	2002	2003	2004	2002	2003	2004
White	40.2	41.7	43.9	42.9	37.8	44.4
African American	12.7	13.4	15.5	15.3	13.6	18.7
Asian/Pacific Islander	56.7	56.6	56.4	52.2	45.5	50.7
Hispanic	23.7	22.2	21.6	24.5	17.9	22.5
American Indian / Alaskan	26.9	28.2	30.1	28.4	24.2	30.7
Free / Reduced Price Meal	15.2	16.1	18.5	16.7	14.6	20.3
Full Pay	42.8	44.5	46.1	46.4	41.4	47.3

Source: SC Dept. of Education, 2004

PACT Performance (Science and Social Studies) by Ethnic Group, 2003-2004				
	PACT Science % Proficient and Above		PACT Social Studies % Proficient and Above	
	2003	2004	2003	2004
White	31.3	35.8	28.5	34.9
African American	7.0	8.9	6.9	9.9
Asian/Pacific Islander	39.4	43.5	38.1	43.4
Hispanic	12.1	14.4	12.3	15.6
American Indian / Alaskan	19.4	23.7	16.8	21.8
Free / Reduced Price Meal	9.1	11.5	7.8	11.4
Full Pay	33.7	38.3	31.8	38.2

Source: SC Dept. of Education, 2004



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Where Are We Now?

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Goals

1. SC will rank in the top half of states on NAEP examinations and other international and national measures.
2. Nine out of ten SC students will score at or above grade level (proficient or advanced) on PACT, South Carolina's standards-based criterion-referenced assessments.
3. SC will rank in the top half of states on the SAT and ACT.
4. SC Advanced Placement and International Baccalaureate Programme passage rates will be at or above the national average, and SC students will receive college credit as well as high school credit for courses offered under PACE or university program sponsorship.
5. High school completion rate will be at or above the national average.
6. The high school dropout rate will be ranked in the lower half of the states.
7. SC will be in the top half of states in the percentage of students with disabilities earning a high school diploma.
8. SC will be in the top half of states in freedom from drugs, weapons, violence and teacher victimization by students.
9. The gap among achievements of students of different racial/ethnic groups and different economic status will be eliminated.